

CTGE 5534-L04 Beginning Reading and Writing in Inclusive Classrooms Fall Semester - 2013 Instructor - Andrew Fletcher	Information Sheet - Assessment - Instructional Experience #2
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Details:

Purpose	The purpose of this assignment is for students to be able to demonstrate growing knowledge of the components of early reading. This demonstration will occur via the analysis of a component assessment, the planning of an appropriate lesson via the use of data from that assessment, the implementation of the lesson plan, and finally a self- and peer-evaluation of the lesson in order to promote reflective practices and professional development.
Syllabus Description	“Plan a lesson for your focus student based on ongoing assessment (along with a group of students with similar strengths and needs), teach the lesson (videotape a portion of it), and reflect on the experience afterward. Submit the lesson plan along with a written reflection and then share it with colleagues. The lesson should involve instruction in one of the following components of early reading knowledge/ability: phonics/word recognition, vocabulary, fluency, comprehension, or writing.”
Context of the Instructional Experience	The lesson that you plan should be considered as “guided instruction” taking place with a small group of similar students as a part of a larger lesson in reading conducted on any given day. In reality, it is acceptable to work with just your focus student.
Value	This assessment is worth 20 points (15 points for the “write-up” and 5 points for the “Digital Depiction of Teaching” completed in combination with the lesson work). (From the syllabus – “In preparation for the edTPA [New York State’s new teaching certification process], you will need to submit a video clip showing work with your student in connection with this instructional experience.”)
Formal Introduction of the Assessment	Week 10 – November 14th
Due Date	Week 14 – December 12th
Grading:	<p>The grading for this assignment will be done holistically based on the following factors:</p> <ul style="list-style-type: none"> • There is appropriate analysis of a component assessment. • A lesson plan is developed that addresses a challenge/area of need as evidenced by the component assessment as well as shows growing knowledge of how that component contributes to early reading ability and achievement. • The lesson is implemented with the focus student and a

	<p>portion of the instruction is videotaped.</p> <ul style="list-style-type: none"> • The teacher evaluates and reflects on the teaching and learning involved in the experience. • The teacher presents her or his video clip to a small group of colleagues in class showing instructional work taking place with the focus student. • The teacher thoughtfully participates in the review and constructive evaluation of the written work and video clips of a small group of colleagues in class. • A write-up, using the template provided, is submitted following details as given in the course syllabus regarding the submission of work and APA style. • The overall quality of work involved is representative of high level graduate studies.
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